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Not the least valuable part of this edition lies in the 157 closely packed pages of notes, wherein the editor has given us the fruits of his long years of ardent study of Poe. The date of composition, the text, the source, and in some cases the critical estimate are followed by the usual specific comment upon lines.

Like all things human, Professor Campbell's *Poems of Edgar Allan Poe* is not perfect. In one or two minor matters of collation, it differs from its nearest rival, the Whitty edition, (though which is correct the writer cannot say); and the one typographical error (*down* for *dawn*, p. 104) which the reviewer has noted has chosen a highly conspicuous place in which to advertise itself. But nevertheless it seems safe to say that this work will remain for a long time to come the indispensable edition of the poems of Poe.

EARL L. BRADSHER.

THE COMPLETE WORKS OF EDGAR ALLAN POE. Revised and Definitive Edition. Edited by J. H. Whitty. Boston and New York: Houghton Mifflin Company. 1917. \$2.25 net.

The first edition of this book, "the fruit of researches extending over a period of thirty years," appeared in 1911. This second edition, which appeared almost simultaneously with Campbell's, contains, as announced in the Preface, new Poe discoveries in the shape of five additional poems and certain other poems attributed to Poe on very doubtful grounds. The Appendix includes some interesting material relating to Poe's brief sojourn in Scotland, with illustrations of the house where he stayed and the school which he is supposed to have attended.

HISTORY OF THE CIVIL WAR, 1861-1865. By James Ford Rhodes, LL.D., D.Litt. New York: The Macmillan Company. 1917. \$2.50.

Any book by Dr. Rhodes is sure to be a distinct contribution to our knowledge of the subject treated, and this one is no exception to the rule. While he goes over the same ground which is so thoroughly covered by Volumes 3, 4, and 5 of his *History of the United States, 1850-1877*, it is in no sense an abridgment of them. In some instances, Dr. Rhodes has quoted verbatim from his larger work; but it is only when there has seemed to be

no possible way of improving on it. Since the *History* was published, a great quantity of new material has appeared, and Dr. Rhodes has drawn most copiously and wisely from such works as *The Diary of Gideon Welles*, *The Reminiscences of Carl Schurz*, and others of the same nature. In compressing a fairly complete and entirely scholarly history of the Civil War into the compass of 438 pages, Dr. Rhodes has shown his usual skill. He has omitted nothing of political importance; but he has obtained brevity by the elimination of the detailed account of military tactics, which add nothing to the easy comprehension of the strategic problems involved. The accounts of the various campaigns are clear and distinct. The strategic values of the most important battles are properly emphasized, and the whole subject of the military operations of both sides is clarified by this abridgment. On the other hand, nothing is lost, except possibly to the student who wishes to specialize on purely military affairs.

The only change which might be suggested would be some mention of Andrew Johnson as Military Governor of Tennessee, and the addition of a short account of his actions in that difficult position, and of his splendid coöperation with President Lincoln toward the restoration of that state to the Union. Perhaps Dr. Rhodes prefers to consider all these things as part of the Reconstruction Period, but Johnson became Military Governor of Tennessee in the spring of 1862, and his services in that capacity continued during the larger part of the time covered by this book. So, it would seem that his services, his attempts at the reorganization of the state, and above all the great interest shown by Lincoln in the success of his efforts would justify at least a passing notice.

Dr. Rhodes is at his best in his descriptions of the leading actors in this great drama. Grant and Lee, Sherman and Joe Johnston, Sheridan and "Stonewall" Jackson, are all portrayed by him with a sympathetic pen. But his great hero is Abraham Lincoln, and nowhere is there to be found a finer picture of that great patriot, statesman, and lover of mankind than in this book. Dr. Rhodes's clearness and charm of style is too well known to need mention here. He is absolutely fair to both sides; and he

has performed his most difficult task in a way which leaves nothing further to be desired. F. S. H.

UNITED STATES DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION: BULLETIN, 1916, No. 39: Negro Education, a Study of the Private and Higher Schools for Colored People in the United States. Two vols., 1147 pp. Maps, illustrations.

This Report on Negro Education, issued by the United States Bureau of Education in cöoperation with the Phelps-Stokes fund is in two stout volumes, which in field work and composition required the services of a large staff for over a period of nearly four years. The study was made under the direction of Dr. Thomas Jesse Jones, perhaps better equipped than any other man in this country to plan and give temper to such an investigation. Dr. Jones was fortunate and wise in gathering about him a group of young Southerners, in most instances graduates of state universities, who did much of the detailed field inspection, and who were able to bring to their task an intimate knowledge of conditions and a keen sympathy with their problem. One of the most hopeful lessons from the work is that Southern men of training and responsibility and position were willing to enter heartily into such an undertaking. An alumnus of Washington and Lee University and a graduate in the department of sociology of Columbia University, Dr. Jones from the side of scholarship was able to direct the study and to bring together the mass of detail with fine perspective, keen analysis, and broad sympathy.

The first volume presents the general conclusions of the inquiry. It is here that the broad statesmanship of the director best appears. Modifications of a more or less important character will doubtless be made in this exposition as the years pass and as additional evidence comes to light, but the statement of the problem and the remedies proposed set the pace and serve to make this an indispensable handbook of practical educational policy where the colored people are concerned.

The second volume contains the analyses and descriptions of every private school and every higher public school for Negroes in this country. The field investigators based nothing upon